



**INFLUENCE OF CONFORMITY BEHAVIOR TOWARDS BEHAVIOR OF STUDENTS IN VOCATIONAL
SCHOOL N I GUNUNG TULEH, WEST PASAMAN DISTRICT**

**PENGARUH PERILAKU KONFORMITAS TERHADAP PERILAKU MENYONT EK PADA PESERTA DIDIK DI
SMK N I GUNUNG TULEH KABUPATEN PASAMAN BARAT**

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ABSTRACT

This research is motivated by the presence of students who write cheats on the table and classroom walls, where students ask for answers to other classmates. The purpose of this research is to describe 1) conformity behavior, 2) student cheating behavior, 3) the effect of conformity on cheating behavior on students. this study was conducted using a descriptive quantitative method of simple linear revelation. the research population was 125 students, the sample was selected by a simple random sampling technique of 55 students. The instrument used is a questionnaire. Whereas for data analysis using score intervals and simple linear regression. Based on the results of the study obtained results : 1) conformity behavior is in a fairly high category. 2) the behavior of cheating is in the fairly high category. 3) there is a significant positive effect of conformity behavior on the behavior of cheating students.

Keywords: *Conformity Behavior, Cheating Behavior*

INTRODUCTION

Education in essence is to increase the dignity and quality of life as a human resource to create quality resources that are more programmed. So to achieve the goal, the government is required to organize and develop education that can guarantee the development of education and the survival of the nation. Education is a way to achieve optimal development for students. The National Education System Law Number 20 of 2003 states that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, moral intelligence and noble skills. Needed himself, society, nation and state. Education is synonymous with school, because school is one of the places where the educational process takes place. Schools as formal educational institutions are expected to be able to develop the potential of students optimally so that good and quality human resources are created.

To make this happen, one of the efforts that must be made by educators in schools is to helping students to get out of the habit that has been carried out in the learning process, namely cheating behavior. Cheating behavior in the academic process is a phenomenon that can be described psychologically. Cheating in a psychological perspective can be described as a phenomenon related to learning, developmental and motivation problems. The phenomenon of cheating is more commonly found in the field of educational psychology. Cheating behavior as a practical way to get satisfactory or best results. This is influenced by the high level of dependence of students on their social group or peer conformity. Conformity is a social influence in the form of a shared opinion or a pattern of one's behavior towards others who influence it (Prayitno, 2008). Then, Sunarto (2004) argues "Conformity is a form of interaction in which a person behaves towards other people in

accordance with the expectations of the group". Based on the definition above, it can be said that conformity is the social influence of a person thus displaying certain behavior, because it is caused by other people displaying that behavior. Prayitno (2008) argues that there are three types of conformity, namely: 1) blind conformity, 2) identification conformity and 3) internalization conformity.

Based on observations made by researchers on May 21, 2020, it was seen that there were students who wrote cheats on the table and the walls of the classroom, there were students who asked for test answers from friends in other classes, there were students who made notes on small paper during the exam. , there are students who see friends' answers during tests, there are students who have thrown cheat sheets between friends, there are students who bring and open subject notes, there are students who cheat because they are jealous of seeing groups of friends who cheat will get a score high, there are students who are afraid to be said to be stingy by friends in class if they do not give cheats, there are students who are afraid to be excluded if they do not give cheats, there are students who have many friends if they like to give cheats. While the results of the interview conducted on May 23, 2020 with five students, information was obtained that they were cheating because they saw that many of their friends were cheating so that they also cheated, students gave cheat because they did not want to be considered stingy, if anyone was cheating. Reporting about cheating behavior will be ostracized, students feel that students who often cheat will have many friends.

METHODS

The type of research used in this research is quantitative descriptive method using simple regression analysis to see the effect of variable X on variable Y. Darmawan (2013: 37) explains, "Quantitative research is a process of finding knowledge using data in the form of numbers as a means of finding information about what we want to know. "Meanwhile, descriptive research is a type that is carried out to provide a more detailed description of a symptom or phenomenon. The end result of this research is usually typology or patterns regarding the phenomenon being discussed. Based on the description above, the use of quantitative descriptive methods with simple regression analysis is because the researcher aims to describe and describe the effect of conformity behavior on cheating behavior in students. This research took place at SMK Negeri 1 GunungTuleh, the reason the researchers chose this school was because there were students who showed conformity to cheating behavior.

This research will be the population is all students in class XI SMK N 1 GunungTuleh West Pasaman Regency and the sample in this study was 55 respondents. In taking the sample in this study using simple random sampling technique. The type of data used in this study is interval data. According to Mangkuatmodjo (2003) looking for score intervals with the Sturges criterion formula as follows: $\text{Interval} = (\text{Highest-Lowest Data}) / (\text{Alternative Answers})$ The instrument used to collect data was a questionnaire. According to Sugiyono (2013) "Questionnaire (questionnaire) is a data collection technique that is carried out to respondents to be answered". Furthermore, the validity test is carried out with regard to the accuracy of the measuring instrument against the concept being measured so that it actually measures what should be measured. According to Riduwan (2013) "Validity is a measure that indicates the state or validity of the measuring instrument".

The following is the reliability of the instrument using the Cronbach's alpha coefficient with the criteria: if r counts r_{11} , then the device is declared reliable. Where the r_{11} is 0.6, on the basis that the result of y_{kk} 0.968 is greater than 0.6 which means the questionnaire is reliable. The data analysis technique was the normality test, linearity test, and

regression analysis using the Kolmogorov Smirnov program with the SPSS version 22.0 program. Furthermore, the t test is carried out to determine whether variable X has a significant effect on variable Y. The test uses a significance level of 0.5.

RESULTS AND DISCUSSION

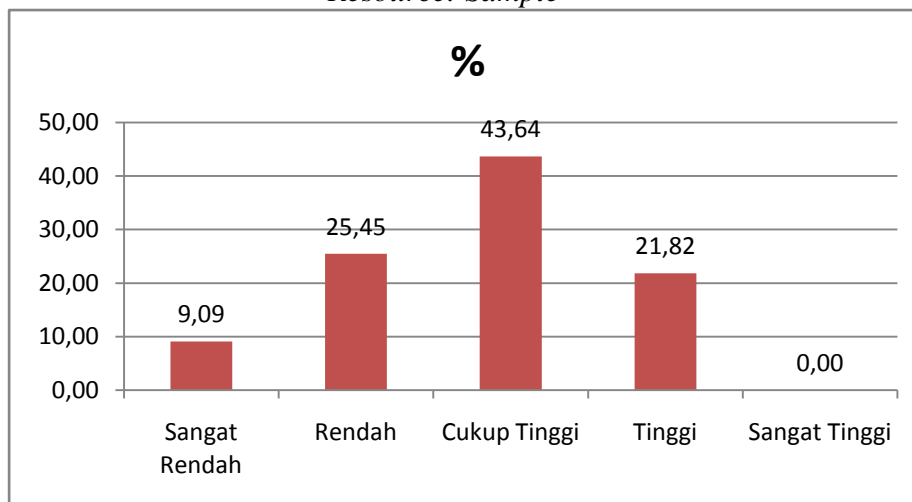
1. Conformity Behavior

Based on the research, the results of conformity behavior are:

Tabel 1. *Frequency Distribution and Category of Students' Conformity Behavior Score Viewed in General*

Classification	Category	F	%
173 - 205	Very high	0	0,00
140 - 172	High	12	21,82
107 - 139	High enough	24	43,64
74 - 106	Low	14	25,45
41 - 73	Very low	5	9,09
Σ		55	100,00

Resource: Sample



Gambar1. *Histogram of the Frequency Distribution of Students' Conformity Behavior*

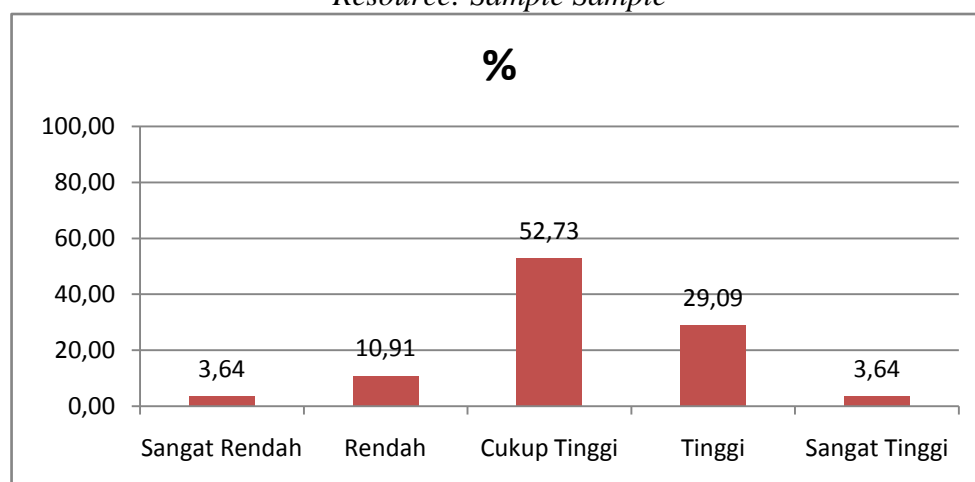
The conformity behavior of class XI participants of SMK N I GunungTuleh is in the high enough category with a percentage (43.64).

2. Cheating Behavior

Based on the research, the results of cheating behavior are:

Tabel 2. *Distribution of Frequency and Category of Cheating Behavior Score in General*

Klasifikasi	Kategori	f	%
136 - 160	Very high	2	3,64
110 - 135	High	16	29,09
84 - 109	High enough	29	52,73
58 - 83	Low	6	10,91
32 - 57	Very low	2	3,64
Σ		55	100,00

Resource: Sample Sample**Gambar 2. Cheating Behavior Frequency Distribution Histogram**

The cheating behavior of Class XI students of SMK N I GunungTuleh, West Pasaman Regency is in the high enough category with a percentage (52.73).

3. The Influence of Conformity Behavior on Cheating Behavior

Based on the research, the results of the influence of conformity behavior on cheating behavior are:

Tabel 3. Value of Determined and Adjusted Coefficients R^2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 dimension0	418	174	,159	22,47855

R Square X against Y 0.418, it can be concluded that the students' cheating behavior has been identified as having an influence, namely $0.418 \times 100\%$, so the effect of X on Y is 41.8%. In accordance with the research variables, in the data description the results of this study describe the data about the influence of conformity behavior as a variable with the cheating behavior of students in class VIII SMPN 1 SasakRanahPasisie, West Pasaman Regency.

1. Conformity Behavior

In accordance with the research variables, the data description of the results of this study describes the data about the conformity behavior of students. that there were no students who had very high category conformity behavior, then as many as 12 people had high category conformity behavior with a percentage of 21.82%, 24 people had quite high category conformity behavior with a percentage of 43.64%, as many as 14 people who had low category conformity behavior with a percentage of 25.45%, and 5 students who had very low category conformity behavior with a percentage of 9.09%. So, the conformity behavior of students of SMPN 1 SasakRanahPasisie is in the high enough category with a percentage (43.64). This means that most students conform which is quite high. Such as (1) there are students who imitate or follow the wishes of others without any consideration, (2) there are students who conform by sorting out good and bad things, (3) there are students who imitate others by choosing different fine. In accordance with the opinion (Baron, Byrne & Branscombe 2008; in Sarwono & Meinarno, 2009: 82-85) that conformity is a form of social influence, where individuals change their attitudes and behavior to conform to social norms. Whereas in Henslin (2006: 73-78) conformity is behavior following peer opinion.

However, peers do not have authority over a person, friends only have influence to the extent allowed by the individual himself. According to Bandura (in Crain, 2007: 55-61) this conformity is learning where in a social environment there is a socialization process. , this socialization process is a process in which society influences its members to behave in order to be socially acceptable. This socialization is an inclusive process that affects almost every type of behavior, including technical abilities. Conformity appears when individuals imitate the attitudes or behavior of others due to real or imagined pressures by them (Santrock, 2003: 92-97). This is in accordance with what Wade said (2007: 110-112), if someone takes an action or attitude of conformity because of real or perceived pressure. Based on the above understanding, the notion of conformity in this study is a form of social influence, where individuals change their attitudes and behavior to conform to social norms in their environment (in this study, the school environment is specifically), such as following the opinions and behavior of friends at school.

2. Cheating Behavior

In accordance with the research variables, the data description of the results of this study describes the data about the cheating behavior of students. Using 32 valid items with 4 sub-variables showed that 2 students who had cheating behavior were in a very high category with a percentage of 3.64%, then as many as 16 students who had cheating behavior were in the high category with the percentage of 29.09%, as many as 29 students who had cheating behavior were in the high enough category with a percentage of 52.73%, as many as 6 students who had cheating behavior were in the low category with a percentage of 10.91%, and 2 people students who have cheating behavior are in the very low category with a percentage of 3.64%. So, the cheating behavior of Class VIII students of SMPN 1 SasakRanahPasisie, West Pasaman Regency is in the high enough category with a percentage (52.73). This means that most students have cheating behavior, seen from (1) the presence of students looking at notebooks during exams, (2) students taking small notes during exams, (3) there are students who see friends' answers during exams.

Anderman, Griesinger&Westerfield, 1998: 84-93 suggest that cheating behavior is a strategy students use to increase their grades in an incorrect way. According to Gehring and Pavela (in Pincus&Schmelkin 2003: 196-209) cheating behavior is a deliberate act of cheating when a student is looking for and requires recognition of his learning outcomes from others even though in an illegal way such as falsifying information, especially when it is carried out academic evaluation. Other cheating practices that are often carried out by students during exams and in completing academic assignments include, among others, in Pincus&Schmelkin (2003: 210-212) which mentions several forms of academic cheating that usually occur such as: plagiarism, copying other people's answers, buying keys answers, steal exam questions, or falsify school documents. Sims 1995 (Pincus&Schmelkin 2003: 215-217) found that the most serious cheating behaviors were using paper or other people's answers, taking other people's answers, asking someone to answer exams, buying answers, and using cheats during exams. Nuss 1998 (Pincus&Schmelkin 2003: 218-220) found that copying during exams, paying someone to write papers, and using signals during exams.

Graham et al. 1994 (Pincus&Schmelkin 2003: 221-223) taking exam questions for others, copying answer papers, hiring jockeys, and copying answers during exams. In a qualitative research student in Canada describes various strategies students use to ensure that they are not suspected of cheating by others as cheaters, such as staring at the ceiling while thinking, dressing without pockets, and making facial expressions that convey serious involvement with the Albas exam material. & Albas 1996 (Murdock &Anderman, 2006: 129-145). Goldsmith 1998 (Gallant &Drinan, 2006: 5) increasing technological sophistication increases students' opportunities to cheat and can increase cheating behavior in students.

Based on the above understanding, it can be concluded that cheating behavior is defined as an act or behavior that is carried out deliberately in dishonest ways or in obscene actions by justifying all the ways that students do especially in carrying out exams or completing academic assignments to achieve certain goals.

3. The Influence of Conformity Behavior on Cheating Behavior in Class XI SMK N I GunungTuleh West Pasaman Regency

Based on the research results by looking at the determinant coefficient (R^2) and adjusted (Adjusted R^2) R Square (R^2) aims to see how much influence X has on Y and see the regression value on the t value and its significance. In this study, R Square X against Y is 0.418. So it can be concluded that the identified behavior of students cheating does have an influence on the conformity behavior of students in Class VIII of SMPN 1 SasakRanahPasisie, West Pasaman Regency, but the contribution is only 0.418 or 41.8%, that means this conformity behavior is not too big an effect on cheating behavior, however this conformity behavior has a significant effect on the birth of the Cheating Behavior. So, it can be concluded that conformity behavior has an influence on the behavior of cheating t value of 3.347 and t table of (α) = 0.05. The t Table provisions are obtained from Table t. So from the data, it can be concluded that the regression coefficient X on Y is significant because $t_{count} > t_{Table}$ ($3.347 > 1.674$) in other words, the accepted hypothesis says there is an influence of conformity behavior on cheating behavior.

So, it can be concluded that the regression coefficient X on Y is significant because $t_{count} > t_{Table}$ ($3.347 > 1.674$) in other words, the accepted hypothesis says there is an influence of conformity behavior on cheating behavior of 41.8. From the information the results of the t-test test prove that conformity behavior has an influence on the cheating behavior of students. This means that high student cheating behavior will have a high influence on conformity behavior and vice versa. The influence of conformity behavior on cheating behavior is seen from, (1) the presence of students following their friends cheating without any good and bad considerations, (2) the existence of students who give cheats so that they are not excluded, (3) there are students who cheat on smart friends. only. The factor that is thought to increase cheating behavior is conformity, because we often hear about youth solidarity which is sometimes misinterpreted. Assuming that the attitude of solidarity is how we help the garden, both in positive and negative terms, either with pleasure or compulsion for fear of being said to be not a solder. According to Sujana (Nadhirah, 2008: 99-105), cheating behavior cannot be separated from the influence of recognition or approval of cheating and examples of cheating by peers in a group or classmates.

Conformity can play a positive or negative role in a teenager, what is meant by a negative role here is cheating behavior. As happened at SDN 2 Gadel Surabaya, a student with the initials Aam was asked by the school to "guide" his friends in working on exam questions, for fear of the teacher, finally Aam gave his answers to his friends, and the results were good (Riadi, 2011: 88). Meanwhile, conformity that plays a positive role is how students prepare themselves by studying with their friends to face school exams. Usually, the conformity of a person follows the behavior of the group even though he has different opinions with the group (Khrisnaresa, 2009: 65). The higher the conformity with the peer group, then the tendency of cheating behavior is getting higher. This is in accordance with research conducted by Nadhirah (2008: 102) which from her research resulted in a positive and significant relationship between group conformity and cheating behavior among students in Banten. The higher the conformity with the peer group, the higher the tendency to cheat. So it can be concluded that if the conformity that occurs in students is high, then the cheating behavior of students will also be high. Conversely, if the conformity that occurs in students is low, then there is a possibility that cheating behavior that occurs in students will also be low.

CONCLUSION

Based on the results of research on the Effect of Conformity on Cheating Behavior in Students in Class VIII of SMPN 1 Sasak Ranah Pasisie, West Pasaman Regency, the following conclusions can be drawn:

1. The conformity behavior of students is in the high enough category.
2. Students' cheating behavior is in the high enough category.
3. There is a significant positive influence on students' conformity behavior on students' cheating behavior.

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